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ABSTRACT

"Service Plus" was designed as a pilot program to employ teachers in Bedford County, Tennessee over the summer to supplement their income and to develop services the community needed. Operating every summer since 1984, the program has provided employment to teachers in positions in the local human services, parks and recreation, juvenile services, and employment service agencies, a Congressman's office and the Shelbyville city manager's office. The philosophy of the program is based on the fact that teacher salaries are low and it is important for them to have the opportunity to earn extra income in summer jobs that are consistent with their training and expertise. One objective of the program is to recruit and retain quality teachers for the county schools. Following a description of the program and the activities of its participants, some recommendations are made for further development and expansion of "Service Plus" and similar summer employment programs for teachers. (JD)

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TEACHERS and COMMUNITY SERVICE

A Plus For Both

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About the Writer

Ellen Hoffman is a freelance writer based in Washington, D.C. She is contributing editor on education and political subjects for *The National Journal* and has had articles published in consumer and trade publications, including the *Progressive, Women Law Reporter, Education Digest*, and *Consumer Research*. For five years, she was an education and urban affairs reporter for *The Washington Post*.

About the Education Writers Association

The Education Writers Association (EWA) was organized in 1947 by a group of newspaper reporters covering the annual convention of the National Education Association. EWA's purpose is to improve education reporting to the public, by assisting reporters, editors and others interested in education reporting.

Our number has grown and our work changed since 1947. Today 550 members hail from most states and include television and radio reporters who specialize in education, magazine and freelance writers, and public information officers of associations, schools, and colleges.

Because EWA is an organization of education reporters and writers, we are often approached by organizations to broker writing projects which need a journalistic touch and a quick and thoughtful analysis. Such is the case with this study.

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TEACHERS AND COMMUNITY SERVICE: A PLUS FOR BOTH

written by Ellen Hoffman

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Funded by a grant from the Ford Foundation

FOREWORD

This report takes a close look at **Service Plus**, a summer employment program for teachers based in Bedford County (Shelbyville), Tennessee.

In late November 1986, Ed Meade of the Ford Foundation asked if the Education Writers Association was interested in coordinating a writing assignment to look at a partnership program in rural Tennessee which engages teachers in summer work in community agencies. Meade had in mind a report which could document the human side of this program and felt a journalist was best suited for this task. He was interested in a report which would take a close look at the experience of the teachers and describe the outcomes for other communities which might want to create a similar program. The program sounded interesting, and we agreed to locate a writer, review **Service Plus**, and prepare and send out the report.

EWA President Mike Bowler and I talked with several working reporters and freelancers, some from areas similar to Shelbyville. Working reporters had difficulty springing the time on our short deadline. Ellen Hoffman, a freelance reporter and contributing education editor for the *National Journal*, was available and interested, and her experience seemed right. With stints on Capitol Hill and national associations, as an education reporter with the *Washington Post*, and with her travel writing experience, she had a feel for the local picture and a national overview.

In the beginning of March 1987, Hoffman and I visited Bedford County and Shelbyville, Tennesee, interviewing teachers, community agency workers, community leaders, school leaders, Bedford Foundation personnel and plant representatives. Prior to the March visit, Hoffman had the opportunity to talk with others who had visited Shelbyville to look at the **Service Plus** program, including Meade and David Florio of the American Federation of Teachers who had visited Shelbyville in the summer of 1986 with David

Bergholz of the Public Education Fund, and Peter Goldberg of the American Can Company Foundation.

Hoffman spent five days in Bedford County and subsequent time on the phone clarifying information, interviewing those whose schedules prevented seeing them in person, and talking further with Meade and Goldberg. The draft report was shared with Michael Usdan and Jackie Danzberger of the Institute for Educational Leadership who have considerable knowledge about community partnership programs as a result of their research on the dynamics and impact of partnership programs in other communities over the last several years.

We want to thank the people of Bedford County who were willing to meet with us during our visit and talk about the **Service Plus** program and its meaning for them and their community. Especially we thank Mike Landis and Larry Harkness of the Bedford County Educational Foundation who shepherded us around on the first day, arranged time for initial interviews, answered questions, and prepared additional information.

Lisa Walker
Education Writers Association
Washington, D.C.
April 1987

TEACHERS AND COMMUNITY SERVICE: A PLUS FOR BOTH

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EXECUTIVE SUMMARY

The **Service Plus** program in Bedford County, Tennessee, grew out of a desire of the American Can Company, which has a plant there, to work directly with the community to improve the educational climate.

Service Plus is a unique, privately funded program which employs public school teachers in summer jobs where they can use their professional skills, stretch them in new directions and provide needed community services at the same time.

As American Can Company Foundation Director Peter Goldberg put it, "In a rural community, teachers are some of the best educated people. It's a waste of talent for them to spend the summer running the mini-golf program or laundromat."

Bedford County was a logical place to offer teachers summer employment because the starting salary of $14,885 ranks the county as 112 out of 134 in Tennessee. In addition, the program's creators believed placing teachers in jobs side-by-side with other public service workers would help them to understand each other's roles better and to forge working relationships which would benefit the county's children and their families.

Through the non-profit Bedford County Educational Foundation created for the purpose, **Service Plus** has operated each summer since 1984 and is scheduled to continue in 1987. Since its inception, teachers have worked in 60 positions in the local human services, parks and recreation, juvenile services and employment services agencies, a Congressman's office and the Shelbyville city manager's office.

In an area where teachers have often resorted to moonlighting and "odd jobs" for summer employment, the opportunity to earn the extra income for doing work they believe is consistent with their training and expertise has been important. They believe that they have grown professionally and personally at the same time they have provided needed community services.

Through these summer assignments the teachers' work

has touched the lives of senior citizens, handicapped children, nursing home and hospital patients, poor families and many other residents of Bedford County.

Pat Stovall, a second-grade teacher who worked at the Department of Human Services in 1986, said that many children in her class come from "step homes or broken homes," or are passed among the homes of various relatives and friends. Working with families on the DHS caseload made her more sensitive to the needs of youngsters in her class. "I know the burdens they bring to school now," she explained. "It's hard to teach a child who is worried about parents getting a divorce or who was beaten the night before."

From his vantage point as a summer employee in the local office of the Congressman, elementary school principal Pat Gore learned about two federal programs which now provide direct, needed assistance to the Bedford County community. "There was a change in the Medicaid law (which funds health services for low-income families) which I was unaware of . . . I was able to carry word of the change back to parents of my students who were having trouble getting health services," he explained. Gore was also instrumental in creating an adult literacy program—using federal funds—for county residents.

In **Service Plus**, the learning experience travels in two directions—teachers learn from their colleagues and responsibilities at the community agencies, and their colleagues also learn from the teachers.

One place where the regular staff learned from the summer teachers is the Bedford County Child Development Center, a pre-school program for handicapped children. The teachers "brought a whole new dimension to the program," said Center Director Missy Eakins. "They gave my staff ideas of how to work in groups" with the children, whose disabilities range from muscular dystrophy to Downs Syndrome. The regular staff, Eakins explained, is used to working with the children one-on-one.

Local leaders also have a positive attitude toward the **Service Plus** program. They believe that **Service Plus** serves both short- and long-term goals. In the short run, teachers provide needed services which would not have been done without them. In the longer term, they say, the community will benefit from the personal relationships and better

understanding of teachers and other community workers about their jobs. "I don't think there's a better way it (the funds) could be spent," declared Chris Shofner, editor of the local newspaper, the Shelbyville Times-Gazette.

"Educators tend to be in a world of their own sometimes," observed Bedford County Educational Foundation Board member Margaret Eakins. Eakins, who was trained as a teacher, works for a bank now. **Service Plus** "has put at their fingertips more organizations" that can help families with problems, she observed.

The American Can Company Foundation has provided $41,900 per year for the program and will do so again in 1987 although the plant was sold to another corporation in 1986. The Bedford County Educational Foundation Board raised about $6,000 from local sources in 1985 and about $8,500 in 1986.

A major original goal of **Service Plus**—to offer a salary supplement as an incentive to attract and retain teachers in the school district—was quickly downgraded when it became clear that the program would never be able to involve enough teachers (the maximum which have worked in a year is 22) to have an impact on the entire system, which has more than 300 teaching positions.

Although virtually everyone who has been in contact with the program is enthusiastic about it and found little, if any, fault with its implementation, interviews with local community leaders show that **Service Plus** is not well known or understood in the broad city and county community. Although **Service Plus** received considerable press attention when it was announced, most subsequent attempts to inform the community about it have been in the form of meetings with individuals.

As **Service Plus** faces the question of how to raise funds to continue the program after 1987, it must address the fact that many in the community perceive it as a project which "belongs" to the American Can Company. This perception has contributed to the difficulty of raising additional funds from already pressed local businesses sources, as well as from city and county government.

As **Service Plus** moves from a pilot phase to become institutionalized, the community has an opportunity to assess what has been learned and to redefine the goals with a view to the future. Program leaders have oppor-

tunities to build on their successes. For example, they could capitalize on the networking which has developed among some teachers and agencies such as the Human Service Department, to inform all teachers in the system about how they might work more cooperatively with community organizations.

Another avenue might be to develop and share new curriculum ideas—such as a unit on local government developed by teacher Connie Savage for her third-graders—with other teachers and schools.

On the national level, other communities might benefit from adopting the perspective that the availability of teachers during the summer is a community resource which could be channeled into many types of worthwhile activities, such as compiling an inventory of community services for children and families.

Although every potential **Service Plus** site will have its own history and environment, representatives of other school systems and communities who are interested in the benefits that come from teachers working in community service have the opportunity to observe this program in action this summer by visiting Bedford County to see how the program operates and what it has meant to participants.

The following summary comments and recommendations are derived from this review of Service Plus.

Plus #1: The Service Plus program meets a real need for additional income for teachers and if it weren't available, participating teachers would be working elsewhere. In the long run, this program may have results in holding teachers in teaching which are not obvious now.

Plus #2: Service Plus suggests that greater attention should be given to opportunities for professional growth in areas outside of teaching for teachers.

Plus #3: The development of collaborative community services and the discovery of new ways to help persons in need have application in every community in this country.

Plus #4: Service Plus offers a practical way for schools and social service agencies to serve "the whole child".

Service Plus is at a turning point in Bedford County. Its fourth summer is coming up, and its future—in Bedford County and possibly other locations—is being discussed.

As Bedford County, present and potential funders, and other communities examine its benefits for teachers and human services, some recommendations might be made for others considering similar programs.

Recommendation #1: Get broad support for this program from the outset and make sure there is a plan for expanding community financial assistance. At least, consider how the community will support the program if outside resources are not available.

Recommendation #2: There are many ways to involve the community more broadly in the outcomes of the program. In order to expand community knowledge of what the investment means, outreach needs to be undertaken from the outset.

Recommendation #3: There are many ways to make sure that the learning of the teachers can be used more broadly by the school system, other teachers, and other community agencies. The program could easily be used for professional development activities for many more teachers, agency personnel and community groups.

TEACHERS AND COMMUNITY SERVICE: A PLUS FOR BOTH

Every town or county has certain attributes which make its residents proud to live there.

In Shelbyville, Tennessee and surrounding Bedford County two things which have traditionally inspired local pride are the championship high school girls' basketball team and the town's designation as the "Walking Horse Capital of the World."

Now there's a third attribute which some members of the community hope will enlarge their spot on the map: a unique, privately funded program which employs public school teachers in summer jobs where they can use their professional skills, stretch their skills in new directions and provide needed community services at the same time.

The name of the program is "Service Plus," and the idea grew out of the interest of the American Can Company, which had a plant in Shelbyville, in investing some of its resources in the community which was home to its some 500 employees.

Genesis of the Concept

"Two strands came together which resulted in the program." Peter Goldberg, Director American Can Company Foundation

Peter Goldberg, Director of the American Can Company Foundation in Greenwich, Connecticut, explains that he was approached by another national foundation with the suggestion that their company employ science and math teachers in their plants during summer months. He was intrigued. "In a rural community," he says, "teachers are some of the best educated people. It's a waste of talent for them to spend the summer running the mini-golf program or laundromat."

Feeling that "arts and humanities and elementary school teachers" have fewer summer employment opportunities than those in science and math, he suggested that the program place teachers in community service jobs rather than in business and industry. "A teacher working for a summer in a municipal hospital will probably do much more good than a teacher spending a summer in a cor-

porate lab," he reasoned. In short, he and his associates viewed the availability of a professional labor force of teachers in the summer as an asset to the community.

Located in Shelbyville since 1962, the American Can Company plant produces plastic and laminate tubes for toothpaste, hair styling gel, glue and similar products. The company sold the plant to Triangle Industries in 1986, but the Shelbyville installation continues to be known as American Can Packaging, Inc.

Since the early 1980's plant staff had with other area employers sponsored the "ASSIST" program, through which a number of teachers secured summer jobs in local industry; and industry representatives visited schools to brief students and answer their questions about job opportunities in the region. The educator-business communication prompted by these experiences helped lead to the conception of what became "Service Plus."

"Two strands came together which resulted in the program," Goldberg recalls. "I'd been independently trying to find a couple of places to try out this idea" of employing teachers in community agencies for the summer; "and in Shelbyville they had been independently developing the ASSIST program."

The result was Service Plus, which operated in Bedford County for the first time in the summer of 1984.

"There was concern in the early 1980's and there still is concern that the county will be unable to compete for the high-quality teachers they feel they need to encourage economic growth."

The County and Its Schools

Bedford County was a logical location to experiment with summer employment for teachers. With its starting teacher's salary of $14,885, Bedford currently ranks number 112 out of 134 Tennessee counties. That starting rate is less than $200 above the lowest county in Tennessee, and $1,000 to $2,000 per year below that offered in a number of nearby jurisdictions.

The current average salary of teachers in the system is $18,600. The National Education Association's salary study for 1985-86 showed that the average teacher salary in Tennessee was $21,800, compared with a national average of $25,313. In Bedford County, a teacher with a bachelor's degree may attain a maximum salary of $19,355; and a teacher with a master's, $21,095. The top salary in the

county scale is $24,485, for which a teacher with a doctorate may qualify after 20 years in the system.

There was in the early 1980's and still is concern that the county will be unable to compete for the high-quality teachers they feel they need to encourage economic growth.

When interviewed for this report, School Superintendent Earl Harris labeled low teachers salaries as the biggest barrier to attracting good teachers to the county. "When you get more money, you're happier," he said. "We're all human beings."

Shelbyville, with a population of about 13,400 in 1980, is the seat of Bedford County, which had a total of about 28,000 residents in the same year. Local officials, who are undertaking a census update, believe the Shelbyville population has grown by 1-2,000 persons since 1980. Also in 1980, per capita income was estimated at $8,223 and the average income per household was $13,757.

Located in Middle Tennessee some 50 miles south of the Nashville airport, Shelbyville is a 26-mile drive from Murfreesboro, the closest connection with an Interstate highway and the site of considerable economic growth currently. The central square of Shelbyville is dominated by the red brick county courthouse built in 1873.

The courthouse is surrounded on three sides by two-story buildings housing the popular Pope's cafe (known for its home-made pies) and other businesses such as clothing and drug stores. Several of the storefronts are empty, a reflection of the movement of some commercial activity to nearby Tullahoma, the site of a U.S. military installation and a new shopping mall. On the fourth side of the courthouse square stand the brick First United Methodist Church and a bank. The spires of the church and the courthouse dominate the view of Shelbyville as visitors enter from the north.

In the early 1980's Bedford County had lost some important industries which employed about 1,000 people. It was trying to recover from a 21% unemployment rate (the rate is now around 9 percent) and campaigning —with some success— to attract new business such as a Calsonic, which makes parts related to nearby automobile industries; and Tyson Foods, a poultry processing company. Among the traditional, large county employers are several companies which produce pencils and pencil products, the reason

Shelbyville has at times been called "the pencil capital of the world."

Seventy-five percent of Bedford County's land is put to agrarian use, much of it accounted for by the white-fenced, manicured grounds of the horse training and breeding farms, many of which line the highway which connects Murfreesboro and Shelbyville. The annual "Walking Horse Celebration," a major international horse show, attracts from $12 to $18 million to the local economy each summer.

Some surrounding counties have received national attention as the sites of the General Motors Saturn project some 55 miles from Shelbyville in Spring Hill; and of a Nissan small truck and car plant in Smyrna, about 35 miles from there. Calsonic, which makes cooling and exhaust systems and other components for the Nissan products, has become a major Bedford County employer in recent years.

Because of the distance from the Interstate highway, residents are uncertain about how deeply this economic development will affect their county. While city and county officials and the Chamber of Commerce are campaigning to attract new industries, members of the community express a certain ambivalence about the impact that such growth would have on the rural tranquility which is so highly valued there.

The Bedford County School System consists of ten schools, of which seven are located in the town of Shelbyville, and three in the outlying areas of the county.

County students generally scored slightly above the state average in competency tests in the 1984-5 and 1985-6 school years, and about forty percent of the graduates continue their education at an institution of higher learning. The per pupil expenditure of $1,761 lags below the state average by more than $500. The school budget of more than $9 million per year is approved by the County Commissioners.

As part of the state push for educational improvement, former Tennessee Governor Lamar Alexander challenged each county to appoint a task force to identify the strengths and weaknesses of its educational system.

The Bedford County education task force, appointed by the School Board in 1985, surveyed citizens by questionnaires and visited schools to meet with their staffs. In their

report, released in November 1986, the task force made seven major recommendations to the School Board.

A particularly controversial recommendation made by the group was that the board consider doing away with the present system of choosing the superintendent by election, and replace it with appointment of the superintendent by the board.

Other key task force recommendations were to institute a zoning system to pair "the four city elementary schools to mix inner city schools and 'elitist' schools" and to create a formal personnel system for hiring teachers and administrators. (See Appendix B for a complete list of recommendations.)

All of the recommendations are under consideration by the school board.

The Vision

"Teachers and other public service workers would come to understand each other better and would forge new working relationships."

"There were several people who were interested in trying to improve the quality of community life," recalls James L. Bomar Jr., a well-known local and state politician and lawyer who has been involved in Service Plus since it started. The group realized, he said, that "teachers happened to be available because they only work ten months a year," and thus the seed of what became Service Plus was planted.

The theory behind the creation of Service Plus was that it could address several short-term and long-term community needs by employing teachers for the summer in agencies such as the welfare department, local hospital, a day care program for handicapped children, and a senior citizens center.

Working side by side teachers and other public service workers would come to understand each other's roles better and would forge new working relationships. Both those in need of service and the children in Bedford County classrooms would benefit when teachers returned to their classrooms with a new understanding of the community, it was believed.

Furthermore, teachers with training and experience in classroom organization and management could bring their knowledge to bear in working on agency problems.

In addition to the substantive learning it was hoped would occur on both sides, Service Plus was designed to supplement teachers' 9-month salaries by providing mean-

ingful summer work in a community where other options for this are limited.

Outlined in May 1984, shortly before the first group of teachers went to work in their placements in community agencies, the goals of Service Plus were:

1. Firsthand experience for teachers in a field which is outside the classroom environment, to "increase teacher expertise and enrich the classroom learning environment."
2. "Improve the quality of community life by providing needed social services and cultural activities which otherwise would not exist."
3. "Supplement teacher salaries in recognition of the services rendered..(to) aid in retention of present faculty and the recruitment of future teachers."
4. "Improve the quality of future employees of local industry as a result of their enriched learning environment."

It was hoped that the program would become a model for other communities to follow "in order to entice private sector support and input for public education."

"The discussions resulted in identification of fourteen 8-week jobs for teachers."

Bedford County Educational Foundation

Private and public sector officials decided that the vehicle for implementing Service Plus should be a non-profit foundation which potentially could "grow and change as the community's needs grow and change," and thus provide a base for launching other future education projects in Bedford County.

The Bedford County Educational Development Foundation, Inc. was formed in March 1984 with the purpose of improving "the overall quality of education."

Its board of directors, chaired by Larry Harkness, human resources director of the American Can Packaging plant in Shelbyville, consisted of business, local government and education community representatives. Among them were the chairman of the school board, the mayor, the county executive and representatives of several banks and industries and the school system.

The American Can Company Foundation committed $41,900 to get the first summer program off the ground,

and said it would provide the same amount of funding for 1985 and 1986. James L. Bomar, Jr., formerly Tennessee state lieutenant governor as well as speaker of both the House and Senate of the state legislature, worked with the Internal Revenue Service to secure a tax exemption for the new local foundation.

The new Bedford County Educational Foundation's first tasks were to hire an executive director and to identify slots in community agencies where teachers could work during the summer of 1984. Mike Landis, a history teacher who was subsequently appointed assistant principal of a Shelbyville middle school, was hired to direct the summer program.

Harkness and other board members began visiting and meeting with community agencies to develop the jobs. "Everyone was willing to cooperate," recalled Harkness, but "sometimes it was difficult to get our message across because the program was new."

"We needed a commitment from the (employer) organizations that they would provide work which is beneficial to the teacher, as opposed to routine, clerical activity. No one turned us down. Basically, they were getting 'free' help for the summer," he commented.

The discussions resulted in identification of fourteen 8-week jobs for teachers—referred to as "consultants"—in public agencies and non-profit programs. The school system announced the program and invited teachers to apply for the jobs which interested them. Fifty-five teachers applied. Each agency was allowed to interview and select the teacher who would work there.

Selecting teachers for specific jobs "was the same as it would be in a business but more delicate. The teachers are peers. Some were being selected, some were not. We did not want to impose on any agencies someone who would work with them. We saw that as a clear avenue for failure," Landis explained.

The official launching of Service Plus in June 1984 occurred in a ceremony attended by American Can Company Executive Vice President Sal Giudice, Goldberg of the American Can Company Foundation, U.S. Rep. Jim Cooper (a Shelbyville native), and other state and local officials.

The announcement of the program garnered a two-paragraph mention on page one of the *Wall Street Journal*,

which summarized: "The three-year test aims to find out if summer jobs help a community attract and keep good teachers."

SERVICE PLUS IN ACTION

"The 1984 program became the model for subsequent years."

With an article describing two summer recreation programs made possible by the new effort, the Shelbyville *Times-Gazette* newspaper, published five days per week, initiated a series of stories in which, by the end of the summer, they had described the job and experiences of all the program participants.

Because of the articles highlighting the teachers and their summer employment, the county community also learned more about many social services available to them.

Some of the slots described by the newspaper were directly related to education—working with handicapped pre-schoolers and older children in a school; and operating summer recreation programs at schools. In addition, some members of the "Class of 1984" counseled and conducted eligibility inquiries for clients of the County Youth Services Office and the local office of the Tennessee Department of Human Services.

Others spent the eight weeks working for the non-profit Good Samaritan program—a social services agency—compiling information about other community services, and on feasibility studies for establishment of a group home for juvenile offenders and an alternative school program for the county.

In 1984, teacher participants met at the beginning, in the middle and at the end of the summer program to compare notes and experiences.

The 1984 program became the model for subsequent years.

Although the exact jobs have undergone some changes, virtually all of the agencies involved in 1984 continued to participate through 1986, and have requested to do so again in 1987. After the first year, teachers also worked in arts and English as a second language programs, in the district office of the local Congressman and the office of city manager, and in an emergency shelter for teenagers.

The number of job slots and participants increased from

15 in 1984 (16 including program director Mike Landis) to 22 each in 1985 and 1986.

Participants in the program, agency representatives who worked with the teachers, Bedford County Educational Foundation board members and other business and community representatives were interviewed in March 1987 and asked to discuss their perceptions of the significance of the program after three summers of experience.

Here are some of the themes which emerged.

"The opportunity to earn the extra income for doing work they believe is consistent with their training and experience has been important."

Teacher Salaries and Morale

Virtually every teacher interviewed cited the "salary supplement" as the primary motivation for participating. Most other members of the community felt that teachers are underpaid and deserve opportunities to earn additional wages during the summer months.

Brenda Ayers is an energetic, bubbly sixth grade teacher who also coaches girls' softball in Bedford County. When the program started, she recalled, "I was a single parent. I wasn't making that much money. I had decided that if I didn't get this job, I was going to work in a factory for the summer."

A three-year veteran of Service Plus, Ayers split her time the first summer between leading exercise and aquatic programs for senior citizens and exercise programs for nursing home residents. For the next two years, she worked almost entirely at the nursing home, where she felt "they needed me more."

In the case of Emily Campbell, a teacher of learning disabled children who has spent two summers working with disabled pre-schoolers at the Bedford County Child Development Center, the extra income has enabled her and her husband to put a down payment on a house.

In an area where teachers have often resorted to moonlighting and "odd jobs"—among those cited were working for a trucking firm, as a clerk in various stores, and "helping out" at the summer horse show—the opportunity to earn the extra income for doing work they believe is consistent with their training and experience has been important.

Explained Bev Adams, who has spent two summers training and supervising "candy stripers" (teen-aged volunteers) at the Bedford County Hospital, the work "is not

degrading. You feel as if you're doing something worthwhile."

Teaching in a classroom, physically restricted to a school building most of the day, can be confining and frustrating, many teachers said. The hospital work, Adams said, "made me feel good about getting up in the morning . . . It wasn't the same old problems with the same old people."

Summed up program director Mike Landis: "When teachers get back to the classroom" after their summer experiences, "they feel refreshed."

Teacher Learning/Application to the Classroom

"I did . . . creative things I don't have time to do during the school year." Mary Shapard, Teacher Service Plus Consultant to Child Development Center

From the beginning one of the project's goals was to enrich the experience of teachers so that they in turn could provide their students with new educational experiences.

Most who participated in the program feel that it generally has helped them to do that.

Connie Savage, who worked in 1985 in Representative Jim Cooper's office and in 1986 in the Shelbyville City Manager's office, has long been interested in politics.

Now, thanks to Savage's summer experiences in Service Plus, her third graders at Eakin Elementary School are also learning how local government works.

"We talk about city government . . . what the mayor and council do, what a city manager does," she explained. The state curriculum for third graders doesn't explain the operations of the "three levels of government," she said, so she has worked with her teaching colleagues in the school to develop units on "why there are laws and who makes them."

The classroom work complements what the youngsters see on television, she says, and "they really got interested in the governor's race. They see a lot on television and they hear their parents talk."

City Manager A.D. Caldwell, for whom Savage worked, is a former teacher who changed careers "because I felt a responsibility to my family to provide a better lifestyle." He credits the type of experience Connie had with meeting an important classroom need: "We're not educating our children about what local government is . . . They all know who the President is . . . but he is the least likely (public official) to affect them."

Tim Fleming, a mathematics teacher for sixth through

eighth graders in a rural county school, spent the summer of 1984 working for the Shelbyville Recreation and Parks Department coordinating a community recreation program for children.

When interviewed, he said because he teaches in a school with few minority students, he especially valued the experience of working with an integrated group of youngsters for the first time.

Assigned to the Child Development Center for preschoolers, Mary Shapard helped the regular staff by developing and preparing teaching materials—bulletin boards, games, etc.—to assist the children in learning colors, numbers and shapes. "A lot of things I did there I can convert and use in my (second grade) classroom", she said, ". . . creative things I don't have time to do during the school year."

Community Service

"The teachers gave us lots of ideas." Wes Parker, Director of Human Services

The positive feature of the program cited most often by county residents who were interviewed was its contribution to meeting both short-term and long-term community needs.

In the short-term, teachers who worked in the various agencies and programs did jobs which generally would not have been done without them.

In the longer term, many say, the community will benefit from the personal relationships and the better understanding of teachers and other community workers of each other's jobs.

In the course of their summer work, teachers sometimes encountered families whose children they knew from their schools. Second-grade teacher Pat Stovall was chosen to work at the Department of Human Services during the 1986 program. Her responsibilities included pre-screening applicants for Food Stamps and visiting families on the Department's caseload. She also had the experience of receiving individuals and families who came to the department with their problems.

"A lot of people came in just looking for a friendly face," she recalled. "Parents were surprised to see me working there. It put them at ease to see that I was something other than a teacher."

Stovall said that many children in her class of 23 second

graders at Eastside Elementary come from "step-homes or broken homes" or are passed around to live with various relatives at different times. Her work with families who came to the Human Services Department for assistance, she said, made her more sensitive to how family problems influence children's performance in school.

"Sometimes the children appear to have a blank look on their faces," she said, but now "I know the burdens they bring to school. It's hard to teach a child who is worried about parents getting a divorce or who was beaten the day before."

Although previously aware that child abuse is a problem, Stovall said her work experience taught her that it is more widespread than she thought. "Now I feel free to call (the department) on a child abuse case," she said.

Human Services Department Area Director Wes Parker, whose agency has employed seven teachers over the three years of the program, said that his staff also learns from the teachers. "The teachers gave us a lot of ideas. They looked at the families from a different viewpoint," he explained.

Social workers, Parker believes, "tend to look at families from the viewpoint of the bare necessities—food, clothing and the (physical) environment. Teachers look at how that environment is going to affect the learning disability of the child."

One young child was falling asleep in class every day, Parker recalled. One of the teachers assigned to work for him was asked to visit the family and try to determine what was going on. "It took her three visits to rouse the mother," Parker recalled, "because she went to bed very late and slept all day. It turned out that the child was staying up to one or two in the morning."

The situation was remedied after the teacher talked with the mother about the importance of adequate sleep for the child.

The Human Services Director cited another success story in which one of the teachers was instrumental in reuniting a child with his mother, who had moved to Nashville and left him living with a County man who was not caring for him adequately.

Parker put his finger on what some believe is the most important accomplishment of the Service Plus program:

"This has given us an inside track to a better working relationship with the school system."

When they first reported for work, DHS officials trained the teachers, provided them with information about programs, eligibility requirements and procedures and most importantly, according to Stovall, "it was made very clear that we were here to learn, to help the community, to take it back" to the school. "It put us at ease to know we were to be learners."

Another participant who learned to "work the system" from his summer assignment was Pat Gore, principal of Thomas Elementary School. Seventy-five percent of the 320 children in his school are eligible for the free lunch program—a fact which suggests the seriousness of the economic problems faced by their families.

From his vantage point as a summer employee in Congressman Cooper's office, Gore learned about two federal programs which are now providing direct, needed assistance to the Bedford County community.

"There was a change in the Medicaid law (which funds health services for low-income families) which I was unaware of until I went to work in the Congressman's office. I was able to carry word of the change back to parents of my students who were having trouble getting health services," he explained.

Gore also spotted the federally-funded Adult Basic Education program, which funnels money to states for literacy programs. "I was in the right place at the right time," observes Gore, referring to the fact that Cooper was undertaking sponsorship of a literacy drive throughout his district. (Cooper describes his Congressional district as the "427th (of 435) least literate in the U.S.") By working with school board contacts, Gore said, they were able to secure funds to start a program in Shelbyville for the first time. Without Service Plus, this may not have occurred.

A political scientist by training, Gore said that before he worked there he thought that a Congressman's office was a place "where deals are consummated, favors dispensed and withheld." Service Plus enabled him to understand otherwise.

He came out of the eight-week experience with new insights "into how the community works." He also came out with a new attitude about how to get things done.

One way, he says, is "to go to the top" of whatever agency you want to influence. Another, he said, is to keep complete records on conversations or negotiations on a controversial issue.

As happened at the Human Services Department, Cooper and his staff also felt they learned from Gore.

"We have one of the most rural, poorest districts" in the country, explained staffer Walter Wood, who worked with Gore. "Less than half (of the residents) have their high school diploma."

"We see a lot of poor people in this office," Cooper said, "but not that many minorities. He (Gore) made us aware that there was a whole segment (of the community) that we were not serving," he acknowledges. Missy Eakins, director of the Child Development Center, praised the teachers assigned to work with her as "a continual asset to us," even after they return to their schools in the fall. "Last night at the basketball game . . . not knowing I was around . . . I heard one teacher (who had worked at the Center) telling another teacher what she did here during the summer," she told a visitor. For a program such as the Center, which is heavily dependent on the community for continued funding and other aid, the recognition is crucial.

Eakins credits the teachers assigned to the Center with bringing "a new dimension to the program." Her regular staff, she explained, is oriented to working with the preschool youngsters—whose disabilities range from speech problems to muscular dystrophy to Downs Syndrome—on a one-to-one basis.

"But some things are learned better in groups. The teachers gave my staff ideas of how to work in groups . . . Even letting the children lead the group more themselves." For example, Eakins described, the teachers would give a child a picture and allow that child "to tell the story of the picture," and encourage other children to contribute as well.

All pre-kindergarten children in Bedford County stand to benefit from a new parent education program which was also generated as a result of Service Plus. A teacher who worked with families at DHS suggested that the transition from pre-school to kindergarten would be made easier on both parents and children if parents received a briefing before their children started school.

Under the program, said Roy Johnson, school supervisor of secondary instruction, the parent of each new school child meets with school officials to ask questions and discuss issues such as "what experiences to expect during the course of the year, how to help children with homework and to plan their time."

Another teacher's assignment resulted in creation of a summer activities program for children and parents at a rural school which was created when three smaller school districts were consolidated.

"I think our community was starving for something," observes Tim Fleming. After working in 1984 in the city recreation program, Fleming developed the volleyball, basketball, T-ball (a sort of baseball game for younger children), exercise and arts and crafts activities at Liberty School, where he teaches.

The math teacher, whose first love is coaching girls' basketball explained that because of its location in the country, Liberty School had neither a community financial base nor "an identity of its own."

Service Plus paid all the costs of the recreation program in 1985, and in 1986, the school raised some $1,300 to complement the half-support offered to his school by the Foundation. "Some nights during the summer as many as 100 people would show up," Fleming relates. "Gobs of families kept showing up, as a family unit, and saying:'I didn't know this was going on.'"

The parent-teacher association has installed a fruit juice vending machine in the school building and hopes that the $200 to $300 per month of profit it generates will be adequate to support the 1987 program.

FUTURE AGENDAS

"Actual participants in the program . . . have strong, positive feelings about its benefits."

Shelbyville and Bedford County have a good feeling about the Service Plus program. Here are some of the testimonials:

Mayor H.V. Griffin of Shelbyville: "I've been in on this program from the very beginning. My thought on it was that if we could put them [teachers] in business, government, all phases of the community for several months, they will be able to do better in the classroom."

Margaret Eakins, a member of the Bedford County Educational Foundation Board who is trained as a teacher but works for a local bank: "Educators tend to be in a world of their own sometimes. Often they don't know what's going on in the real world. ..The program has opened their eyes. They see now where their children are coming from. This has put at their fingertips more organizations" that can help families with problems."

Chris Shofner, editor of the Shelbyville *Times-Gazette*: "It gives local agencies the benefit of knowledge and experience they wouldn't have otherwise . . . I don't think there's any way it [the funds] could be spent better . . ."

Robert Landis, President of the Bedford County School Board: "I think it's fantastic. It's not only a way for some of our teachers and administrators to receive extra money during the summer . . . It's an added service to the community."

Scott McDonald, executive director of the Shelbyville/ Bedford County Chamber of Commerce: [The employers] "were impressed with the teachers' ability to relate to 'adult' problems."

Jim Phillips, production manager at the American Can plant and former secretary of the Bedford County Educational Foundation: "People who come in contact with the teachers develop respect for their training and knowledge . . . I'm a native of this area. I can read into their statements that they [the teachers] have benefited a lot . . . It's not just lip service so they can be employed the next year."

Actual participants in the program—both teachers and agency staff—have strong, positive feelings about its benefits. But community leaders and some participants acknowledge that the program and its benefits are not as widely known to people who have not had contact with it.

Redefinition of Goals

"The nature of the work . . . in a non-school environment provides an important re-charge to teachers burned out by the classroom."

As Service Plus moves from its pilot phase to become institutionalized, the community has an opportunity to assess what has been learned and to redefine the goals with a view to the future.

Some reassessment of the original goals occurred very early on, when Larry Harkness of American Can, evaluator David Bergholz of the Public Education Fund in Pittsburgh, and others began to raise questions about the original, primary goal: to improve the school system's ability to attract and retain teachers by offering them a salary supplement for summer employment.

Already in July 1984, when the first group of teachers had been on the job only a few weeks, Dave Bergholz visited Shelbyville to monitor its progress. In a letter to Peter Goldberg of the American Can Company Foundation, he posed the question: "Is a program like this a reasonable way to increase teachers' salaries?"

"No," was his answer. "It is a tool that can be used to augment the salaries of some teachers, but not enough to have it be seen as a way to avoid additional public expense."

"We realized that, at the most, 25 teachers might be placed" each summer, Harkness explains. "That is too small a program to attract people from the outside."

But the program may have more competition in the future. In 1984, 57 teachers applied for the jobs. In 1985, there were 45 applicants; and in 1986, the number went down to 40. One reason may be that teachers were aware that there were only 22 slots.

Another reason for the decline may be the creation of a state-funded Career Ladder program in which qualifying teachers may secure extended contracts which offer them summer jobs. Some teachers, for example, can get a salary of $2,000 for four weeks of work compared with $2,400 under Service Plus for eight weeks. The most experienced teachers can earn as much as $7,000 extra per year.

Some suggest that as the Career Ladder—which remains controversial among teachers—is further implemented, it is possible that the number of teachers who see Service Plus as appealing will decline.

But a number of teachers interviewed said that they are against the Career Ladder program, do not want to participate, and would prefer to continue working with Service Plus. Some teachers say that they prefer a Service Plus approach to extended contracts under the Career Ladder because it offers the opportunity to work in non-teaching situations.

Thus, Service Plus along with Career Ladder jobs, may become two of a series of productive summer employment options for teachers.

Although the importance of the salary supplement as a goal has been downgraded, it appears that a related goal of the program has emerged from experience: boosting teacher morale.

While a paycheck certainly helps morale, it also appears that the nature of the work—both how the teacher spends the day, and the opportunity to work in a non-school environment—provides an important re-charging to teachers burned out by the routine of the classroom.

This importance cannot be underestimated in an environment where teachers are not secure in the feeling that their work is valued by the community. One local business leader said that there is a perception that "teachers lack understanding about life outside the school," and that they complain too much about their salary level.

Reflecting a recognition of this attitude, one teacher commented: The community "doesn't hold teachers in esteem. Every time there's a tax increase, they blame it on us."

As discussed earlier, participants and others close to the program believe that Service Plus has helped teachers learn new skills, understand their community better and apply the summer experience to their school-year tasks. Studies have shown that teachers consider the opportunity for continued professional development to be crucial to job satisfaction, and Service Plus has clearly made a contribution in this area.

Those interviewed were also unanimous in their belief that both community service agencies and their clients have

benefitted from the summer infusion of new energy and perspectives provided by the teachers.

Some of the experiences cited by teachers and community leaders suggest strengths and directions from which new future goals might emerge.

In 1984, Bergholz recommended that "someone visit Shelbyville who understands the way to structure a follow-up or support program to institute the gains made by teachers in their classrooms." To do so the Bedford County Educational Foundation ought to consider how it can work with the program participants and, if necessary, with outside experts, to institute such follow-up.

The "teacher learning/application in the classroom" goal, for example, might be approached by building on the experience of Connie Savage in developing a local government curriculum for elementary school teachers. If this curriculum is a valuable educational contribution, how can it be enlarged to benefit more Bedford County students?

Another approach could capitalize on the networking which has developed from the experiences of teachers such as Pat Stovall, who worked at the Human Services Department and Pat Gore, who worked in Congressman Cooper's office. Perhaps the teachers who feel that they have developed better working relationships with other community agencies, and have learned how to cut through bureaucracy to help children, could share their experience with other teachers and administrators in the system.

The school system's Roy Johnson said that he hopes to schedule a system-wide in-service training session in the fall of 1987, based on the Service Plus experience.

Teacher meetings and even preparation of a manual or handbook which teachers could use as a reference to community services, are some of the other strategies which could be considered.

Another building block to future success for Service Plus could be an analysis of the strengths and weaknesses of each agency placement. Some criteria might be developed which would help the community determine—especially if funds are tight in future years—which placements provide the most learning for teachers and which generate the most tangible response to specific community needs.

Some teachers have worked in the same or similar jobs for two or three years. Has the nature of their duties changed?

Are they able to make a more sophisticated contribution, based on what they have learned in the past? What are the values of placing teachers in the same slot each time? What are the values of new placements for the returning teacher? Answers to such questions are emerging.

When the program started, the organizers believed that teachers should not return to their jobs, because as Harkness put it, "every time a teacher went back for the second year, another teacher didn't have the opportunity for the experience."

However, some arguments for repeated placements have emerged. Human Services Director Parker noted that if teachers return each summer, they do not need to be retrained. And Missy Eakins of the Child Development Center believes that because "not everyone" can easily learn to work with the disabled children in her center, they would benefit from having teachers with that ability return. The same might be true of slots in which teachers work with the elderly, the mentally retarded or other persons with special needs.

Perhaps more to the point, if teachers need additional money to live, they need to have continuity of income. Few are likely to give up a guaranteed paycheck—even if it is running miniature golf—if a one year program threatens that livelihood.

Community Ownership

If Service Plus is going to continue to receive the financial support it needs to exist, it must be both understood and valued by the community which it seeks to serve.

"I'd like to hear more community output from the people who participated."
Missy Eakins, Director
Child Development Center

Comments from some community leaders and even from some participants suggest that the broadest awareness of the program is largely limited to those who have been in contact with it.

Even those who support the concept admit to not knowing much about what has actually happened. School Board President Landis, for example, said: "The majority of our board is really not familiar with the total program."

Although the concept was brought to the board initially, he recounted, "Since the board was not going to have to fund it, it didn't make much of an impact."

Terry Saylor, principal of Harris Middle School, worked in the State Employment office in Shelbyville as a program

participant in 1984, and found that it helped him "see why a lot of people don't get jobs—because they lacked motivation or education." The experience, he said, has helped him in counseling students in his school.

But when asked whether any of his teachers had participated in 1985 and 1986, and whether their experience was helpful to the school, he did not know whether any of them had worked in the program.

Eakins, director of the Child Development Center, feels strongly that Service Plus should be continued. "But I'd like to hear more community output from people who participated," she volunteered.

Brenda Ayers, who has been working in the nursing home, said that she would be pleased to "go around and talk to people" about the value of Service Plus, but that she had not been asked to do so.

The greater public awareness of Service Plus which could be generated by pursuing goals such as the ones suggested above could be crucial to the program's future and to its value as a model for other communities faced with similar needs.

The press activities initiated when the program was announced have not been followed up locally, where almost all contacts to inform people about the program have been "one on one." Although this type of contact is clearly important, the Educational Foundation Board may need to consider other ways to bring Service Plus to the attention of Bedford County as well as to the broader community which may be interested in replicating it.

In doing so the board may need to consider both how it can document what they believe to be the program's success in touching people's lives; and develop means of getting this information out in the community—whether through a written materials, public conferences or meetings or more formal media strategies.

Long-Term Funding

"In 1985, the Bedford County Educational Foundation Board raised $6,000 from local sources and in 1986, it raised $8,500."

The issue of community awareness and ownership for Service Plus takes on special meaning now because the funding base provided by the American Can Company Foundation will continue through 1987, but not indefinitely. So "ownership" in this case suggests not only an abstract concept, but financial "ownership."

From the beginning the Bedford County Educational Foundation discussed the need to secure financial support from other Bedford County businesses. In 1984, the American Can Company Foundation supported all program expenses.

In 1985, the Bedford County Educational Foundation Board raised $6,000 from local sources and in 1986, it raised $8,500. These figures represent contributions of $1,000 or $2,000 in some cases, and in a number of other cases, of much smaller contributions from small, local businesses.

Officials who have been seeking financial support say that local businesses are under pressure to contribute to many worthwhile causes and that their resources are limited. "We don't want them to rob Peter to pay Paul," Harkness explains.

There is unanimous agreement that Service Plus never would have happened without the vision and the funding of the American Can Foundation. "Their interest, in the form of both money and personnel, gave a tremendous boost to the program," observed Bomar.

But some suggest that the strong identification of Service Plus with one major funder discouraged local business from providing new major support. "It's been a sore spot," one teacher observed. Some small businesses give, for example, one hundred dollars and for them "that's a lot," he pointed out. But many people interviewed said the program continues to be seen as "belonging" to American Can, a major national institution whose roots are not seen as being in the community.

Both the fact that the initiator of Service Plus is a "big national company" and that its corporate status has been in transition in recent months "makes it (future funding) more difficult," commented Congressman Cooper. "If they'd been 'one of the boys,' it might have made their idea more successful" in attracting money.

Cooper said that at least two other concepts of business-education cooperation are "competing" with the Service Plus approach in Tennessee. One he said, is the "adopt-a-school" model, in which a corporation develops a direct relationship with one school. Another is the concept of honoring academic and teacher achievement through annual business-supported banquets or "teacher of the year" rec-

ognition—both of which would cost significantly less than continuing a program such as Service Plus.

Some businesses are attracted to these ideas, Cooper said, because they would feel a more personal link and identification with the program. "There are different ways to compensate people," he observed, "money and honor. Honor is a cheap way, but it can be a powerful motivator."

Peter Goldberg believes that the community should be looking more to the public sector for future support.

"I don't think that this is ultimately a private sector program. American Can wasn't going to be the salvation of Shelbyville. American Can was trying it [the program] out."

"Paying teachers is a public sector responsibility. Teachers deserve more money than they're getting . . . This is an attractive model for the public sector to take a look at, not one for the private sector (to continue) to pick up."

Walter Wood, who works in Congressman Cooper's office, agrees that the public sector has some responsibility for continuing the program."It shouldn't be (a question of) who gets the credit for it. The issue should be what happens in the schools. Why should a teacher have to be a watchman at a local plant at night so he or she can feed his or her family? That happens."

"Business should put it to the city and county government that they should participate," Wood proposed. "They could, for example, do a matching grant."

Public officials, however, feel financially pressed. "There couldn't be a worse time" for Service Plus to be seeking public funds, said City Manager Caldwell. "We're facing so many cuts now." In 1987, the city will lose more than $200,000 in federal revenue sharing funds from its total budget of $4 million, he explained.

The Board of County Commissioners has responsibility for the school budget, which is more than $9 million for the 1986-87 school year. Of the total, $5.54 million comes from the state, $3.3 million from local sources, and about $400,000 from the Federal Government.

County funds are raised by a property tax, and that tax has been going down in recent years. It has declined from a rate of $4.32 on the first 40 percent of real property in 1985, to $4.22 in 1986, to $3.94 in 1987.

Neither the state nor the county has an income tax. At

the time this report was prepared, Tennessee's governor had just proposed a budget which if approved by the legislature, will result in significant cuts in state programs including human services; and which would provide teachers with a four percent salary increase, far below what the Tennessee Education Association says is acceptable to their members.

With these fiscal facts on the table, Service Plus supporters face a battle to keep the program going. Even though the creators no longer see providing teacher salaries as the prime goal, the fact remains that salaries make up close to 100 percent of the Service Plus budget, and the community to a large degree perceives the program as a salary supplement. If the Bedford County Educational Foundation seeks county support of Service Plus for future years, it will compete with the local Education Task Force's recommendations, both for funding and for the attention of the school board and the Board of County Commissioners.

A Pilot for Other Communities

While Bedford County struggles with its financial problems and Service Plus for its existence after 1987, the program provides a useful model for communities which see a need for better coordination between the educational system and other public service agencies.

". . . viewing the availability of teachers in the summer as a professional resource is a perspective which could generate important benefits in various communities."

It also demonstrates that it is possible to capitalize on the summer "down time" of a skilled professional group—teachers—to provide personal and professional renewal to teachers and needed community service at the same time.

Those who have worked in Service Plus agree that this particular model is most applicable to small communities, where small scale and the informality of everyday life foster an environment conducive to networking between educators and public service agencies.

In addition, viewing the availability of teachers in the summer as a professional resource is a perspective which could generate important benefits in various types of communities, including larger ones. Building on the expertise of teachers in working with children could be parlayed into a wide range of projects—for example, creating an

inventory of community services for children and families in need.

The history and environment of every potential Service Plus community will be different. In some places budget strictures may not be as problematical as in Bedford County, and community attitudes toward the value of public education and the level of teachers' salaries may also differ.

What the Bedford County experience shows us to date is that it is important to be aware of these contextual factors before embarking on Service Plus or a similar program.

Larry Harkness, who has been involved since the beginning, shares the following advice with other communities and corporations which might want to develop a similar effort:

—Make sure there is strong community support from the beginning. "You need a lot of people to put in a lot of hard work to get going. And you need the cooperation of a lot of different agencies and segments of the community."

—"It's good to have the program viewed as a local program . . . American Can representatives went around to the community and started this program. [Otherwise] it would not have happened." But in the future, he said, he would recommend that such an effort be initiated by a team of, for example, seven or eight local businesses.

Bomar seconds Harkness' assessment, recommending that "I would endeavor, at the outset, to enlist at least five different groups (funders) to support it over five years."

Both Harkness and Bomar are committed to continuing to lead the Educational Foundation Board and other supporters in a campaign to generate more local funding for Service Plus in Bedford County.

They think that Service Plus gives Bedford County something to be proud of, and they want everyone to know that.

They'd probably respond the same way that Mayor Griffin did when asked what he tells industries considering moving into Shelbyville about the educational system: "I brag on it," he said.

FINAL THOUGHTS AND RECOMMENDATIONS

Service Plus was designed as a pilot program to employ county teachers over the summer to supplement teacher income and to develop services the community needed. 1987 will be its fourth year of operation. Judged by responses of teacher participants and benefitting agencies, it is a program which offers a variety of pluses to small and medium sized communities with needs similar to Bedford County.

Our interviews with teachers, employing agencies, and community leaders close to the program describe a wealth of new services resulting from the employment of teachers. They show that the teachers were able to offer new perspectives on community problems, and that teachers gained both in morale and expanded learning they could take to their classrooms. There are other 'pluses' which may not be as obvious which communities may want to note.

Plus #1: The Service Plus program meets a real need for additional income for teachers and if it weren't available, participating teachers would be working elsewhere. In the long run, this program may have results in holding teachers in teaching which are not obvious now. Even if the program cannot serve a large portion of the teaching faculty, it meets a need for those who do participate. Service Plus has served 37 out of 300 teachers in the Bedford system or an accumulated 12% of the faculty over three years. While it is too early to say that it has had an impact on holding experienced teachers in Bedford County, it has aided morale. During the interviews, we were struck by the number of persons who were teachers, but left because of the need to provide a better life for their families. The potential long term effect of holding teachers in teaching, even if it is a small number of highly motivated teachers, should not be overlooked.

Plus #2: Service Plus suggests that greater attention should be given to opportunities for professional growth in areas outside of teaching for teachers. The fact that this program offers professional work outside the classroom, not directly related to teaching, needs to be examined more broadly by those concerned with the future of teaching. Research stresses the need to make professional growth opportunities available to teachers in order to retain them in the profession. The professional opportunities experienced by many of the Service Plus teachers were quite removed from classroom teaching, but gave them opportunities to come to understand more about their communities, the children and families they met in school, and the services

available. This perspective may be helpful in reducing the separation of schools from the community and the isolation of teachers, as well as in assisting teachers develop professional skills which will be helpful in the classroom.

Plus #3: The development of collaborative community services and the discovery of new ways to help persons in need have application in every community in this country. The additional services developed by teachers, the discovery of benefits that Bedford County wasn't aware of, and the important links built between the school system and social service agencies could help every community in the United States. The fact of small size and face-to-face interaction does not mean that all problems are universally understood or that all possible solutions have been explored. The examples which come out of this quick look at Bedford County demonstrate benefits that can come out of a small investment in people.

Plus #4: Service Plus offers a practical way for schools and social service agencies to serve "the whole child". There can be no more telling result of this program than the interviews with teachers, community agencies and others about changes which came as a result of meeting families through their work. Sharing these changed perspectives, even just having the ability to talk about them with others, can change responses of the community and families to children's needs.

Service Plus is at a turning point in Bedford County. Its first three years are over and there is much positive to show for its efforts. Its fourth summer is coming up, and its future—in Bedford County and possibly other locations—is being discussed. As Bedford County, its present and potential funders, and other communities examine its benefits for teachers and human services, some recommendations might be made for others considering similar programs.

Recommendation #1: Get broad support for this program from the outset and make sure there is a plan for expanding community financial assistance. Consider from the beginning how the community will support the program if outside resources are not available. It is not clear that there are major sources of funding in Bedford County other than American Can Packaging, Inc. For the future in Bedford County, the **Service Plus** program may have to seek small grants from local private and public sources, try to identify other non-local supports such as area foundations or state funding. American Can may have to continue to provide a lion's share, if a smaller and smaller contribution.

Bedford County is at a critical point often reached by partnership programs—determining what to do after the initial grant period is over. It is now up to

community leadership to agree on the importance of the expanded social services to the community and the importance of having teachers performing professional work.

Other communities considering the program should be aware that they will face a similar point after the pilot period.

Recommendation #2. In order to expand community knowledge of what the investment means, more outreach needs to be undertaken from the outset. Some formal method of reporting back to the community each year needs to be developed, whether it be a presentation at the county commissioners session, a formal report to the school board, or reporting to another type of town gathering. Briefings might be held for surrounding communities, as well as for the local and regional press.

The Bedford County experience is not unusual. Collaborative programs and cooperative undertakings are not the norm in most communities, and it takes time to build understanding and involvement of the broader citizenry. American Can may be more identified with this program than other community businesses and groups. So, too, American Can's involvement may be a convenient way for others to remain unconnected.

Recommendation #3. There are many ways to make sure that the learning of individual teachers can be used more broadly by the school system, other teachers, and other community agencies. The program could easily be used for professional development activities for many more teachers, agency personnel and community groups. Regular meetings of the teachers throughout the placement period, meetings between teachers and community agency personnel, a broad group project, such as a handbook or inventory of community services, are some examples. In addition, individual teachers should be asked to develop projects for their schools reflecting what they've learned during the summer.

To have the most impact, the program should be an integral part of the school district's staff development plans and their plans for expansion of services for children. A listing of suggested ways to share the results more broadly is contained in Appendix A.

APPENDIX A

Summary Report: Teachers and Positions by Year

1984	Name & School Year Position	Summer Position & Description
1.	**Louise Armstrong** Special Education Central High School	**Adult Activity Center, Bedford County Adult Activity Center**—Responsibilities include conducting programs for handicapped adults.
2.	**Brenda Blackwell Ayers** Sixth Grade Cascade School	**Physical Fitness Director**—Work with the Senior Citizens Center, Bedford County Nursing Home and the Parks Dept. Develop and conduct physical activities and educational activities for individuals represented by the above agencies.
3.	**Connie Boutwell** Grade Teacher Liberty School	**Assistant Librarian, Argie Cooper Public Library**—Assist in improving the quality of summer programs for children through development of children story hours. Individualized help assisting parents select reading material based upon child's reading level and interest.
4.	**Emily Campbell** Special Education Eastside School	**Resource Instructor, Bedford County Child Development Center**—Work includes program and activity development for handicapped children. Responsible for language programs, physical therapy exercises, etc.
5.	**Jim Crick** Assistant Principal and Physical Education Teacher Community School	**Summer Activities Director, Community School**—Establish and direct a summer activities program for people of all ages in the Unionville area.
6.	**Betty Farrar** Elementary Education Supervisor Central Office	**Human Services Counselor, Tennessee Department of Human Services**—Assist clients in determining needs for special assistance.
7.	**Tim Fleming** Mathematics 6-8 Liberty School	**Special Projects Coordinator, Shelbyville Parks and Recreation Dept.**—Survey the needs, organize and broaden the base of recreational programs for Shelbyville.

1994	Name & School Year Position	Summer Position & Description
8.	**Myrna King** English Central High	**Alternative School Coordinator, Department of Education**—Investigate the feasibility of establishing an alternative school program for Bedford County.
9.	**Mike Landis** Assistant Principal Harris Middle School	**Executive Director, Bedford County Education Youth Service**—Coordination of all Foundation efforts with teacher/consultants and the Community Service Organizations.
10.	**Terry Looper** Physical Education Central High	**Youth Service Counselor, Bedford County Youth Services/Bedford County Sheriffs Office**—Assist Youth Services Officer in counseling students who seek counseling services or are on informal probation.
11.	**Patricia Nelson** English Central High	**Assistant, Good Samaritan Program**—This program works closely with local churches to provide assistance to needy individuals. The Assistant compiles information on all local community service organizations for development of a brochure distributed locally.
12.	**Christie Ray** First Grade Thomas School	**Arts Coordinator**—Work with the Bedford County Arts Council, Senior Citizens Center and the Parks Department.
13.	**Terry Saylor** Principal Harris Middle School	**Job Service Counselor, Tennessee Department of Employment Security**—Work closely with Human Services and Youth Services in assisting needy individuals to seek employment in the community.
14.	**Hal Skelton** Principal Cascade School	**Summer Activities Director, Cascade**—Establish and direct a summer activities program for people of all ages in the Cascade and Wartrace communities.
15.	**Reita Vaughn** Fifth Grade Eakin Elementary	**Resource Teacher, Community Day Care Center**—Help in activities that are designed to stimulate the growth and development of pre-school children that are socially or academically delayed.
16.	**Sondra Wildish** Kindergarten Thomas Elementary	**Group Home Coordinator, Bedford County Juvenile Court and Youth Services Office**—Investigate the feasibility of a group home for juvenile offenders in Bedford County.

1.	**Beverly Adams** Second Grade Thomas Elementary	**Hospital Assistant, Bedford County General Hospital**—Responsibilities include but are not limited to coordinating and organizing the activities and schedules of hospital candy stripers.
*2.	**Louise Armstrong** Resource Teacher Central High School	**Instructor/Aide, Bedford County Adult Activity Center**—Provide instruction and training to clients on a daily basis.
*3.	**Brenda Ayers** Sixth Grade Cascade School	**Physical Fitness Director, Bedford County Nursing Home and Senior Citizens Center**—Develop and implement a variety of physical fitness programs appropriate for senior citizens, recognizing wide variances in abilities and mobility; conduct water activity physical exercise programs for the handicapped adults of the Adult Activity Center; and develop enrichment activities for the elderly to include, but not limited to physical fitness programs.
4.	**Debbie Boyd** Language Arts, German Central High School	**A.S.S.I.S.T. Coordinator, Bedford County Educational Development Foundation**—Evaluate the need and potential for this program and recommend proposals to boost current program utilization. It also includes personal visits with local business and industry to review their personnel availability and development of administrative details to boost program participation.
*5.	**Emily Campbell** Special Education Eastside Elementary	**Resource Instructor, Child Development Center**—The teacher works as a resource person to the program coordinator of the Center to provide one-on-one training in a child's specific areas of delay.
*6.	**Jim Crick** Assistant Principal Health & Physical Education Community School	**Summer Activities Director, Community School**—Design programs and activities for local citizens of all ages.
7.	**Ralph Edwards** Physical Education Football/Basketball Coach Harris Middle School	**Summer Activites Program, Cascade School**—Design programs and activities for local citizens of all ages.

1985	Name & School Year Position	Summer Position & Description
*8.	**Tim Fleming** Mathematics Liberty School	**Summer Activities Director, Liberty School**—Design programs and activities for local citizens of all ages.
9.	**Pat Gore** Principal Thomas Elementary	**Small Grants Program Administrator, Bedford County Educational Development Foundation**—Responsible for the development of a program which will provide small financial grants to teachers for innovative classroom projects.
*10.	**Mike Landis** Assistant Principal Harris Middle School	**Executive Director, Bedford County Education Youth Service**—Coordinate all Foundation efforts with teacher/consultants and the community service organizations.
*11.	**Terry Looper** Physical Education Basketball Coach Central High School	**Social Services Counselor, Department of Human Services**—Work with children in foster care. This includes: researching case-records for background information; assisting the child in writing his/her own story; taking pictures to put in life story; and helping prepare child for change.
12.	**Catherine McClenney** Librarian, Spanish Community School	**Job Placement Counselor, Tennessee Department Employment Security Job Service Division**—Assist counselors and interviewers with the interviewing and placement of job applicants.
13.	**Jean Phillips** Reading and Computers Liberty School	**Arts Coordinator**—Organize for the summer program a community vocal performing group, recruiting members, securing performing opportunities, and performing for public and/or for civic clubs, meetings, etc.
14.	**Betty Powell** Fifth Grade Thomas Elementary	**Special Programs Coordinator, Argie Cooper Public Library**—Direct summer reading program; assist parents in selecting books and materials according to their child's reading level and interest; plan and prepare for two story hours on Wednesday mornings from 9:30 to 11:30 using library materials and/or invited guests or other appropriate programs; compile book lists for interested readers; and attempt Literacy Project—tutorial in reading for children, and for adults.
15.	**Connie Savage** Third Grade Eakin Elementary	**Staff Assistant, Congressman Jim Cooper's Office**—This position will initially involve the duties of public receptionist and answering the telephone. Additional duties involve clerical responsibilities. Support functions of greater responsibility and increasing complexity will be assigned during the course of the program as the Assistant becomes familiar with congressional office requirements and matures with the position.

16.	**Mary Shapard** Second Grade Eakin Elementary	**Program Assistant, Child Development Center**—Under the supervision of the Center Director, develop programs to meet needs that have been identified by Center staff. Development of group lessons, learning centers, and summer curriculum.
17.	**Carol Smith** Chapter 1 Reading Eastside Elementary	**Assistant to Therapeutic Foster Care Counselor, Bedford County Department of Human Services**—Assist in the Therapeutic Foster Care Program.
*18.	**Reita Vaughn** Fifth Grade Eakin Elementary	**Resource Teacher, Community Day Care Center**—Teach ten five-year olds in pre-school skills for two hours daily.
*19.	**Sondra Wildish** Kindergarten Thomas School	**Counselor, South Central Shelter**—Assist shelter counselors in the development and execution of counseling and behavior modification programs for teenagers staying at the shelter, participate in individual and group counseling sessions and family counseling, and teach group living skills, personal hygiene, daily living skills, and personal financial budgeting.
20.	**Jimmy Williams** Photography, U.S. History, Sociology and Psychology Cascade School	**Bedford County Schools Drug/Alcohol/Tobacco Education program Coordinator**—Assist the Rotary Club with the development of a Drug/Alcohol/Tobacco Education program to be implemented in the Bedford County School System.
21.	**Jimmy Woodson** Principal Eastside Elementary	**Bedford County Youth Service Officer**—Counsel students to help them deal with family, school or other various problems; make regular visits to the child's home or school and check on behavior and progress; keep records on each referral for reference by future case workers.
22.	**Jeff Yoes** Fourth Grade Eakin Elementary	**Resource Teacher, Community Day Care Center**—Assist a pre-school educational program caring for children of working parents or parents in school, including children with developmental delays.

1986	Name & School Year Position	Summer Position & Description
*1.	**Beverly Adams** Second Grade Thomas Elementary	**Hospital Assistant, Bedford County General Hospital**—Coordinating and organizing the activites and schedules of hospital candy stripers.
2.	**Charles Avent** Physical Education Thomas Elementary	**Juvenile Services Officer, Bedford County Youth Services**—Counsel students to help them deal with family, school or other various problems; make regular visits to the child's home or school and check on behavior and progress; keep records on each referral for reference by future case workers.
**3.	**Brenda Blackwell Ayers** Sixth Grade Cascade School	**Activity Coordinator, Bedford County Nursing Home**—Conduct activities in the courtyard; accompany residents on senior citizen van trips; coordinate small group activities such as reading, tapes, art, crafts; assist in directing physical fitness activities; help secure special programs; bulletin boards; special occasion decorations; reality orientation; and remotivation orientation.
*4.	**Debbie Boyd** Language Arts, German Central High School	**Small Grants Administrator, Bedford County Educational Development Foundation**—Develop a program to provide small financial grants to teachers for innovative classroom projects.
5.	**Anita Carroll** Kindergarten Thomas Elementary	**Special Programs Coordinator, Argie Cooper Public Library**—Direct summer reading program and assist parents in selecting books and materials according to their child's reading level and interest.
**6.	**Jim Crick** Assistant Principal Community School	**Summer Activities Program, Community School**—Design programs and activities for local citizens of all ages.
**7.	**Tim Fleming** Mathematics 6-8 Liberty School	**Summer Activities Director, Liberty School**—Design programs and activities for local citizens of all ages.
8.	**Karen L. Godwin** Speech and Hearing Therapist Eastside Elementary	**Instructor/Aide, Adult Activity Center**—Work with each training component of the agency, as well as work with the program coordinator and social worker on a limited basis in order to develop a working knowledge of the mission of the agency.

*9.	**Pat Gore** Principal Thomas Elementary	**Staff Assistant, Congressman Jim Cooper's Office**—This position will initially involve the duties of public receptionist and answering the telephone. Additional duties involve clerical responsibilities. Support functions of greater responsibility and increasing complexity will be assigned during the course of the program as the assistant becomes familiar with congressional office requirements and matures with the position.
**10.	**Mike Landis** Assistant Principal Harris Middle School	**Executive Director, Bedford County Education Youth Service**—Coordination of all Foundation efforts with teacher/consultants and the community service organizations.
*11.	**Catherine McClenney** Librarian, Spanish Community School	**Job Placement Counselor, Tennessee Department Employment Security Job Services Division**—Assist counselors and interviewers with the interviewing and placement of job applicants.
12.	**Susan Moss** Chapter 1 Eastside Elementary	**Resource Teacher, Community Day Care Center**—Teach ten five-year-olds in pre-school skills for two hours daily.
13.	**Leigh Murphy** Seventh Grade Harris Middle School	**Social Services Counselor, Department of Human Services**—Work with children in foster care. Research case-records for background information; assist the child in writing his/her own story; take pictures to put in life story; and help prepare child for change.
14.	**Tim Pate** Band and Music Community School	**Arts Consultant, Bedford County Educational Development Foundation**—Organize for the duration of summer program a community vocal performing group; recruit members, secure literature and performing opportunities; and produce performance (public and/or for civic clubs, meetings, etc.).
*15.	**Jean Phillips** Seventh and Eighth Grades Reading and Computer Liberty School	**Arts Consultant, Bedford County Educational Development Foundation**—Organize for the duration of summer program a community vocal performing group. Recruit members, secure literature and performing opportunities, and produce performance (public and/or for civic clubs, meetings, etc.).
*16.	**Connie Savage** Third Grade Eakin Elementary	**City Manager Assistant, Shelbyville City Manager's Office**—Within the office of City Manager, various secretarial and clerical duties such as filing, typing, and developing a filing system.

1986	Name & School Year Position	Summer Position & Description
*17.	**Mary Shapard** Second Grade Eakin Elementary	**Program Assistant, Bedford County Child Development Center**—Under the supervision of the Center Director, develop programs to meet needs that have been identified by Center staff.
18.	**Patricia Stovall** Second Grade Eastside Elementary	**Eligibility Counselor, Department of Human Services**—Review individual eligibility for various benefit programs provided by government such as food stamps and aid for dependent children.
**19.	**Reita Vaughn** Fifth Grade Eakin Elementary	**English as a Second Language Program, Bedford County Educational Development Foundation**—Assist students who have English as a second language to improve language development skills, reading skills, and social skills.
20.	**Deborah Ward** Fourth Grade Thomas Elementary	**Community Day Care Center**—Teach ten five-year-olds in pre-school skills for two hours daily.
**21.	**Sondra Wildish** Kindergarten Thomas Elementary	**Assistant, South Central Shelter**—Assist shelter counselors in the development and execution of counseling and behavior modification programs for teenagers staying at the shelter.
22.	**Bill Williamson** Economics, Language Arts, History and Geography Community School	**Summer Activites Program, Community School**—Design programs and activities for local citizens of all ages.

Total: 60 positions and 37 teachers over 3 years.

***Participated in program for one year previously.**

****Participated in program for two years previously.**

SUMMARY OF IDEAS FOR DISSEMINATION

- Develop a brief brochure on the program which can be distributed to community leaders, agencies, others.
- Convene participants from past years and ask them for suggestions.
- Convene supervisors/colleagues from community agencies and ask them for suggestions.
- Ask supervisors and participants what the substance of the 1987 assignments should be—especially in the case of people who will be repeating. Should the assignments be redefined?
- Develop a plan for sharing information on experiences throughout summer 1987.
- Develop project which would encompass work done by all teachers in placements, e.g.,—an inventory of community services. Distribute to all parents, teachers, social service agency employees, county and school board members, churches.
- Involve previous participants in orientation program, end of year briefing.
- Have teachers who feel their experience has direct implications for curriculum to share these findings with other teachers and principals in an inservice staff development session.
- Have teachers who feel the networking skills they developed are important, share these findings with colleagues in their schools, across schools.
- Bring community service staff into the classroom to explain their jobs.
- Bring community service staff into teacher meetings or inservice sessions to discuss how to work together.
- Explore whether teacher participants would feel comfortable sharing this program with their professional colleagues in other communities through TEA, human service agency meetings, legislature.
- Host a briefing on Service Plus for interested people in other communities, including presentation by teachers of their experiences, agency viewpoints.
- Undertake a more active press campaign for the summer of 1987 so that others learn of the program.
- Circulate this report and other material developed, broadly in Tennessee, local/regional/community/state foundations.
- Get the governor to come and visit one day this summer—to kick off the summer program perhaps.

APPENDIX B: BEDFORD COUNTY

1. HISTORY

SHELBYVILLE, TENNESSEE

Shelbyville, the county seat of Bedford County, is a beautiful town of 13, 397 inhabitants in the city and 27,759 in the county. It is situated on the east bank of the Duck River and at the terminus of the Shelbyville and Wartrace branch of the Nashville and Chattanooga Railroad, sixty-three miles southeast from Nashville by rail and fifty-five miles as the crow flies.

Shelbyville lies in the great Central Basin of Tennessee. The surface of the county is undulating and is interspersed with hills and valleys. The immediate surrounding country is beautiful and picturesque, the town being enclosed between ranges of hills on the east, north and south.

Upon the formation of Bedford County in 1807, the territory was made up of dense canebrakes and vast forests, both almost impenetrable and was but sparsely settled. Shelbyville was established in 1810 by the commissioners appointed by the General Assembly to locate the county seat of Bedford County. In 1810, the population of Bedford County was 8,242 and in 1830 had increased to 30,396. At the time, it was the most populous county in the state.

The land upon which the town was located (100 acres) was donated to the commissions by Clement Cannon, by deed dated May 2, 1810 and registered June 22, 1811. The town was at once laid off into lots and sold at auction to the highest bidder and the county seat was then named Shelbyville in honor of Col. Isaac Shelby, who commanded a regiment of 240 men in the storming of King's Mountain and capture of Col. Ferguson and the British Army under him October 7, 1780.

The first courthouse was erected in 1810 or 1811. The building was of frame, very small and stood on the northwest corner of the Public Square. A second building this time of brick, was erected in a few years and stood in the center of the square. This building was destroyed by a tornado in 1830. In its stead was soon afterward erected a large brick courthouse on the site of the one destroyed, which stood until 1863 when it was destroyed by fire, together with a large portion of the county records.

A party of Confederate soldiers had taken quarters in the courthouse and through their carelessness the building was set fire to and entirely destroyed. Upon the reopening of the courts after the war, court sessions were held in various buildings; principally in a hotel which stood on the south side of the square. In 1869, the erection of the present courthouse was begun, but was not completed until 1873. The building is one of the largest and handsomest courthouses in the State and was erected at a cost of about $120,000. It is of brick with rock foundation.

Bedford County was divided on the great questions which led to the Civil War and when the election was held June 8, 1861 to vote for or against separation from the Union and representation in a Confederate Congress, the county voted in the negative by a majority of nearly 200. When the time came for action the county furnished almost as many soldiers to the Northern as to the Southern army. Indeed, so loyal was Shelbyville to the Union as to earn for the town the name of "Little Boston," and being on the line of march of both armies, witnessed many movements and countermovements of large bodies of troops. Although much damage was sustained to property and not a few lives lost, through the influence of prominent citizens on both sides the consequences were no more serious than could have been expected in time of war.

Shelbyville and Bedford County Today

Shelbyville and Bedford County have experienced a strong and steady growth pattern in the past several years. There has been an excellent increase in new industry, new business and population. This is a result of the many advantages the community has to offer.

There is a desire on the part of the city and county officials to have the community grow and prosper. An avid interest in the potential of the county by the business and civic leaders as well as its residents makes this a progressive community.

The atmosphere of friendliness is contagious and stimulates a desire in those who visit Shelbyville to stay on and become a part of the most progressive "City" in the state of Tennessee.

Shelbyville is appropriately called the "Pencil City" since eight local plants are engaged in the production of pencils, erasers, pencil lead, pencil ferrules and imprinting.

Tennessee Walking Horse Celebration

Shelbyville is the home of the Tennessee Walking Horse National Celebration, an annual event which began in 1939 and has grown into a ten-day horse show, ending each Saturday night before Labor Day. The show attracts exhibitors from all over these United States. Paid attendance is in excess of 130,000 with visitors representing nearly every state in the nation.

Shelbyville has its own well-equipped grounds, show-ring and stadium to produce this ever expanding event. The show is staffed by civic groups of the city and county. Rotary, Kiwanis, Quarterback Club, Veterans of Foreign Wars, Lions, Disabled Veterans, Band Boosters, Jaycees, Civitans, Optimist Clubs and the East Bedford Civic Club all join in to help make the show a success.

The success of the celebration is due to the combined efforts of Tennessee Walking Horse trainers, owners and spectators who join hands each year to make this show one of the largest in the world. Some 1700 horses pass through the show-ring gate during this week with the final class on Saturday determining the champion Walking Horse of the World.

Bell Buckle, a tiny community 12 miles north of Shelbyville on Highway 82 is the home of the historic Webb School. A restored 1886 classroom has been converted into a museum and is open to the public.

Community information and statistics are a courtesy of the Shelbyville and Bedford County Chamber of Commerce.

2. BEDFORD COUNTY EDUCATION TASK FORCE

November 6, 1986

Bedford County Board of Education
Shelbyville, TN 37160

Subject: *Report of the Bedford County Education Task Force*
Attn: Mr. Landis, Chairman

The Bedford County Education Task Force was formulated by the Board of Education, for the purpose of having an independent evaluation of the Bedford County Education System by concerned citizens.

The ten member Task Force started its evaluation process early in 1985. Representatives attended Governor Alexander's State Education Task Force Workshop, which proved to be very beneficial in organizing our objectives.

During the past 18 months many hours have been dedicated towards research. The Task Force met with administrators, teachers, supervisors and professional evaluators, gathering information.

A detailed questionnaire was distributed to parents, teachers, administrators and the public, for their personal evaluation of our education system.

The questionnaires were tabulated in depth by a professional data analyst and the resulting statistics were incorporated into our evaluation.

Our members visited every school and its faculty to personally discuss concerns and possible problem areas. We also discussed the positive areas of every individual school.

After 18 months of study into the county school system, the Task Force offers the following areas of our School System for further detailed consideration and study by our School Board:

(1) The pairing of the four city elementary schools to mix inner city schools and "elitist" schools. This is seen as preferable to a strict zoning, although pairing would also involve zoning.

(2) The present system of hiring teachers, administrators and supervisors.

The Task Force recommends a professional personnel screening committee, possibly consisting of the Superintendent, a school board member and the principal. It further recommends a detailed investigation of applicants, with written references and communication with previous principals and co-workers. All openings should be advertised for a reasonable time period, so as to allow all qualified applicants the right to apply. Transfers within the system should also be addressed.

(3) Expand and support the talented and gifted programs in all grades and also establish an honors program on the secondary level for those students exhibiting extraordinary talents in Arts, Science and the Fine Arts. The Task Force also recommends that the "Life Issues" program be supported and expanded.

(4) The lack of cooperation and communication between each school administration and the County's Education Administration, should be addressed and improved.

(5) The maintenance and upkeep of all facilities should be an on-going process. A detailed evaluation of the present contract with Servicemaster is recommended, with particular regard to the performance/cost ratio.

(6) Consideration should be given to a Board appointed School Superintendent.

(7) Individual and collective encouragement and support of the community, for our schools, teachers and administrators are necessary and must be addressed.

These are areas that the Task Force consider worthy of special emphasis, to ensure an improved school system.

We appreciate the excellent school system in Bedford County and hope that steps would be taken, on an on-going basis, to make it even better.

The dedication and devotion of our teachers and administrators are to be commended.

We encourage the Bedford County Board of Education to continue informing the public of the accomplishments and achievements of our professional teachers, students and school personnel.

The 1985–86 "Task Force" challenge the Board of Education to appoint another "Task Force" to continue with the study of our school system, encouraging and welcoming new thoughts and ideas.

Let us all, as concerned Bedford Countians, help ensure a sound education to all our students, now and in the future. Let us be proud of our schools and participate in making it even better.

We thank the School Board, for giving us this opportunity to work together, to help offer our children a good education.

Faithfully yours,

The Bedford County Educational Task Force

Emily Tillett	Jim O'Dell
Connie Landers	Priya Jayakody
Jere Carr	David Craig
Clara Nelson	Dohie Adcock
Rev. Bob Reister	James Scott

3. PROFILE OF COMMUNITY

BEDFORD COUNTY

LOCATION
Region: Middle Tennessee
County: Bedford
Size: 753 sqare miles
Distance From: (City) Nashville Miles: 53

EDUCATION

	Schools	Number Enrolled
Elementary	7	3,039
Jr. High/Middle	1	787
High	3	1,658
Private & Parochial	2	287
Special Ed	1	24
Vo-Tech	2	1,089

Teachers: Elementary—194; Secondary—95
Colleges: 2 within 25 miles
Libraries: 20,000 volumes in one location

LABOR MARKET ANALYSIS

	County	Labor Market Area*
Population, 1980	27,916	232,959
Project Propulation, 2000	34,800	301,600

Labor Force		
Civilian Labor Force	12,660	125,630
Employment	11,460	116,230
Unemployment	1,200	10,400
Unemployment Rate	9.5	9.3
Available Labor		
Estimated Available	1,380	12,050
Annual High School Graduates	348	2,335
Manufacturing in Area		
Number of Units		492
Annual Average Employment		7,788
Average Annual Wage		**$13,252**

*Labor market area is defined as Bedford, Coffee, Franklin, Lincoln, Marshall, Moore and Rutherford Counties, Tennessee.

The ability of the Middle Tennessee area to supply ample labor for industry is enhanced by an excellent rural road system and a moderate climate. These two factors allow the employer to draw labor from a wider geographic area. The labor force in this area is characterized by an eagerness to learn, a willingness to work and a high level of productivity.

FINANCE

Banks: 3
Combined Assets: $162,400,000

Savings & Loan Associations: 2
Combined Assets: $253,400,000

TAXES

		Local Property Taxes:	
	City Tax Rate	County Tax Rate in City	Total Tax Rate in City
Rate per $100 value (1986)	$3.00	$4.22	$7.22
Ratio of Assessment			
Residential & Farm	25%	25%	
Commercial & Industrial	40%	40%	
Effective Rate (1986)			
Residential & Farm	.75	1.06	
Commercial & Industrial	1.20	1.69	

Local sales tax: 1.75%

State Taxes:

Income tax: No personal income tax
Corporate (excise tax): 6% net earnings
Franchise tax: $.15 per $100
Unemployment tax: 2.7% of $7,000
Inventory tax: Raw materials only
Sales Tax: 5.5%

GOVERNMENT

Type: Mayor, Council, City Manager

Policemen: 26

Cars: 11

Planning Commission: Yes

Zoning regulations: Yes

Industrial Development Corp.: Yes

Fire equipment: 8 Trucks

Full-Time Firefighters: 28

Volunteers: 11

Insurance rating: Class 5

POPULATION

County

	City	County
1960	10,466	25,150
1970	12,262	25,039
1989	13,530	27,916

MEDICAL

Hospitals: One with 104 available beds

Doctors: 22 **Dentists:** 15

TRANSPORTATION

Railroads:

Served by: Mainline Seaboard, and
Bedford County Railroad
Piggy Back Ramp: No
Location nearest ramp: Tullahoma Miles: 16

Highways:
26 Miles to access of Interstate I-24
U.S. Highways: 41 A & 231
State Highways: 16, 64, 82, & 130

Common Carriers:
Motor Freight Companies: 16
Terminal Facilities: 5
Bus Service: Inter-City (Trailways)
Local: None
U.P.S. Service: Yes

Navigable Waterway:
River: None
Nearest port facility: Nashville Miles: 55

Nearest Airport:
Location: Shelbyville
Runway Length: 5,000 Surface: Asphalt
Lighting: Medium intensity 36" Beacon
Gas: Yes Octane available: 80/100 Jet
Repair: Yes
Taxi or car rental: Yes
Nearest commercial service: Nashville
Airlines: American, Delta, Eastern, Ozark, Piedmont, Republic, US Air, TWA, Skyways, Sunbird, Tennessee Airways
Daily Flights: 194 Arrivals: 97 Departures: 97

COMMUNITY FACILITIES

Churches:
Protestant—29; Catholic—1; Jewish—Nashville

Public Accommodations:
Restaurants—28
Seating capacity of largest meeting room—325
Motel rooms—235; Motels and hotels—9

COMMUNICATIONS

Post Office Class: First

Newspapers:	Frequency	Circulation
Times Gazette	Daily	8,000
Nashville Banner/Tennessean	Daily	220,000

Radio: 3 local stations

Television: 4 network affiliates located in Nashville (ABC, NBC, CBS, PBS)

Cable Television: Yes Number of channels: 12

Telephone Company: South Central Bell

UTILITIES

Electricity:
Electric Power System: Shelbyville Power System
Source Company: TVA
Commercial Rate: GP-J

Gas:
Gas Supplier: United Cities Gas Company
Source Company: East Tennessee Natural Gas
BTU content per cubic foot: 1,030
Fuel oil suppliers: 2
Suppliers of LP gas: 3

Water:
Source: Shelbyville Power
Capacity: 4,500,000 GPD
Current consumption: 3,500,000 GPD
Storage capacity: 3,000,000 GPD

Sewage Treatment:
Type of Treatment: Microflock
Capacity: 4,500,000 GPD
Current Usage: 3,500,000 GPD
City Sewer Coverage: 90 percent
Storm Sewer Coverage: N/A
Solid Waste Disposal: Landfill

INDUSTRIAL SUPPORT SERVICES

Service	Distance	Location
Tool & die	Local	Shelbyville
Heat treating	26 miles	Murfreesboro
Foundry	53 miles	Nashville
Heavy hardware	26 miles	Murfreesboro
Sheet metal	Local	Shelbyville
Lubricants	Local	Shelbyville
Welding supplies	Local	Shelbyville

AVAILABLE INDUSTRIAL PROPERTIES

Industrial Park: (260 Acres), located two miles east of town.

Water: 12-inch line on-site sewer, 12-inch line 1,000 feet from site, electricity supplied by Shelbyville Power System, natural gas, 6-inch line on-site, supplied by United Cities Gas Company.

Eastern & Walking Horse Railroad: on-site, one mile to U.S. 41-A, and Interstate 24 is 26 miles, Interstate 65 interchange is 30 miles; commercial airport at Nashville is 53 miles north.

MAJOR EMPLOYERS

Employer	Product or Service	Total Employees	Male (%)	Female (%)	Union
American Can Packaging	Plastic containers	500	60	40	No
Bedford Hosiery	Hosiery	65	35	65	No
Bedford Lumber	Knockdown furniture	30	80	20	No
Clasonic Mfg. Co.	Automotive heaters and air conditioners	231	75	25	No
Chalk Line	Jackets	200	5	95	No
Eaton Corp.	Truck transmissions	333	90	10	United Steel Workers
Economy Pencil	Pen and pencil imprinting	60	15	85	No
Empire Pencil Co.	Pens, pencils, school supplies	600	40	60	No
Ilene Industries	Gaskets, computers, bearing races, lures	37	25	75	No
Jensen's	Pencil lead	100	50	50	No
Josten's	Printing and engraving	160	50	50	No
Musgrave Pencil	Pencils	75	50	50	No
National Pen & Pencil	Pens and pencils	160	15	85	Retail Clerks
Siler City Mills	Dog food	60	95	5	No
Shelbyville Bottling Co.	Soft drink bottling and distribution	57	95	5	No
Shelbyville Pencil	Pencil imprinting	50	15	85	No
Stanley Tool	Hammers and chisels	250	70	30	No
Tyson Foods	Poultry processing	497	45	55	Retail, Wholesale, Dept. Store International
U.S. Pencil and Stationery	Pen and pencils and imprinting	250	30	70	No
Watco, Inc.	Plastic signs	135	75	25	No
Wood Way Corp.	Garments	350	10	90	No

APPENDIX C

THE BEDFORD COUNTY EDUCATIONAL DEVELOPMENT FOUNDATION, INC.

The need for the formation of the Bedford County Educational Development Foundation, Inc., was realized recently due to a number of factors. There has been an on-going cooperative effort for better communication and understanding between industry/business and education in Bedford County for some time. There is currently a state-wide effort to improve education, which is spearheaded by Governor Alexander. There is increased local interest in quality education. Most jobs in industry now demand a higher quality of education than ever before. There has developed the realization that many future educational improvements or advancements will depend on funds which come from sources other than taxation. Hence, the term, Alternative Funding, has become a reality and is being used to refer to such financial approaches. From these factors, the concept for the formation of a private non-profit corporation was developed.

The purpose of the Foundation and its being established is to improve the overall quality of education, while providing a public service; satisfying a community or educational need by means which are outside the offerings of the regular tax-supported educational efforts. The Foundation will be a separate and private entity that will seek, receive, and expend funds solicited from the private sector, which will be used for the above mentioned purpose.

The multifaceted purpose of this organization will enable it to grow and change as the community's needs grow and change. Our schools and the individual classrooms reflect the community they serve. By improving the quality of community life, the quality of the affective climate (domain) that exists in the classroom also improves. An improvement of the affective domain should result in an improvement in the cognitive skills. This joining together of industry and education should have some long-range effects on the quality of workers industry will receive from the schools.

The Foundation will be an independent organization. It will be properly chartered and incorporated. There will be regular members, a board of directors, and officers. The board of directors and the officers will be selected from the membership.

The purpose of the Foundation will be to solicit, receive, and expend funds from the private sector—business and industry, other foundations, individuals, civic organizations, etc. These funds will be used to improve the quality of education and community life in general. They will also be used outside the realms of the regular tax-supported educational efforts to provide summer employment for teachers as a salary supplement. These teachers will serve in public service positions in various capacities.

Organization of the Foundation

1. Composed of 13 to 18 members
2. Members will come from various sectors of the community
   A. School Board members
   B. Government officials (County Executive, Mayor, City Council, Commissioners)
   C. Industrial leaders
   D. Business leaders
   E. Professional leaders (lawyers, doctors, ministers)

3. The following will be outlined by the Charter and By-Laws which will be written and filed by the firm of Bomar, Shofner, Irion, and Rambo, Attorneys at Law:
   A. Duties of directors
   B. Length of directors' terms
   C. Replacement of directors
   D. Selection of officers
   E. Duties of officers
   F. Selection of members

The Bedford County Educational Development Foundation, Inc. is in the process of developing a pilot project, the Service Plus Program, which is intended to supplement and complement the achievements realized through the Area Secondary Schools and Industry Succeeding Together (A.S.S.I.S.T.) Program.

The concept for joint cooperation between industry/business and education has developed over a period of three to four years. In order to develop better communication and understanding of each other's needs, these leaders have been working together during this time span. From these efforts, the A.S.S.I.S.T. Program was developed.

The basic concept for the A.S.S.I.S.T. Program was suggested by local American Can Company officials during meetings with local school officials. American Can Company provided the initial interest, direction, and motivation for the formation of the A.S.S.I.S.T. Program; however, there have been several other industries who have begun active participation in the Program since its conception. Through this Program, educators have at their access the resources of local industry in the form of resource people and supportive materials. They are using the expertise of industry to help make subject matter relevant to the world of work. A.S.S.I.S.T. provides support to teachers in various manners: classroom presentations, plan visits, surplus materials, films and filmstrips, safety training, etc.

Through the A.S.S.I.S.T. Program, the private sector employs teachers during summer months. The exposure teachers gain by this employment provides them with a first-hand acquaintance of the business environment, conditions, and needs. Teaching the relationship of their subject matter to the needs of business and industry through first-hand examples, enriches the classroom environment and increases student awareness. Wages received from private sector employment supplements regular income and improves on the teacher income issue.

As discussions were held between education and industry, it became apparent that there were several areas of joint concern. These areas included attitude and work ethics of students and employees, social concerns that affected both groups, and improvement of teachers' salaries without adversely affecting the tax rate.

As the needs of the community were identified, a course of action began. At first, it was felt that benefits could be derived by cooperative efforts between education and industry. However, it soon became evident that this approach alone would not solve the problems. As brainstorming activities began, it became obvious that there was a need to develop a vehicle, which could be broad enough in scope to address these areas of joint concern. The result is the development of the Service Plus Program administered by the Bedford County Educational Development Foundation, Inc.

The Service Plus Program

The Service Plus Program shall become the instrument to attack the areas of need and concern. The basic concept of the Program is, that industry/business and education through cooperation can improve the overall quality of community life. Utilizing the Service Plus Program, teachers, while providing needed and worthwhile services to their community,

may earn supplemental income without expending additional tax dollars. This Program will cut across social bounds, touch a broad age span, utilize competent persons, and offer some financial as well as intrinsic rewards. The Service Plus Program suggests that one group of people's talents could be used to address the attitude/work ethic problems and social concerns, and at the same time begin some alternative financing of public education. This can be done by employing teachers during the summer months, with funds from the private sector to serve the community in various positions of public service.

The Service Plus Program will be a pilot project, which will become the first step taken locally towards alternative funding for public education. It will demonstrate to the taxpayers of Bedford County the importance and pride that local industry/business places on education for its people, and the wealth of talent that exists within the ranks of the public school teachers. This Program will also open a new realm of possibilities for future exploration in the area of funding.

Teachers should develop a better understanding of the needs of their community, and learn to adapt their expertise to address such needs. This adaptation will foster professional growth that will have a carry-over effect in the classroom; therefore, improving their performance and student progress. Teachers should also develop a better understanding and appreciation of the needs of industry/business. This should result in more effective teaching of the skills which will be necessary for graduates to acquire before entering the work force.

The Service Plus Program should also make our county more attractive to industry. By improving the overall quality of community life, developing a more aware public, increasing cooperation between industry/business and education, and eventually producing graduates, who are more prepared to enter the work force, our county should be more appealing to industry.

This Program will serve as a model for other systems to follow in order to entice private sector support and input for public education. It will also be a positive example of coordinated efforts between industry/business and public education to affect improvements in the quality of community life as a whole. It will also demonstrate the fact that each entity should understand the other's needs and problems.

In order to realize these goals, the Service Plus Program has identified the following first-year objectives:

1. Locate 15 summer employment opportunities in community service and its affiliated areas. These opportunities are to be as widely diversified as possible so as to affect as many citizens as possible.
2. Seek suitable applicants for these summer employment opportunities from the teachers of the Bedford County School System. Relate the teacher's field of expertise as close to the employment opportunity as possible.
   A. Select the most qualified teachers available.
   B. Try to match teacher expertise and job responsibilities as closely as possible.
3. Plan for year-round program carry-over in the classroom and in the community. This should be possible by providing expanded community services as well as by expanding the teacher's experience, knowledge, and professional exposure.
4. Provide teachers with a broader pay base; therefore, adding to their financial security, their sense of well-being, and their overall professional performance.
5. Provide the school system a structure to help attract and retain competent personnel.
6. Provide the community with a broad pool of resources, skills, and expertise that can be used to resolve community dilemmas and needs.
7. Plan for dissemination of the program:
   A. Seek State Department sanction and support for state-wide dissemination.

   B. Make arrangements for consultants to attend state and regional meetings for purposes of dissemination.
   C. Make arrangements for printing of promotional literature.
   D. Make plans for consultants to attend at least one national conference for purpose of dissemination.
8. Seek additional funds.
9. Locate and acquire outside evaluators.
10. Continue to survey community needs and job opportunities.
11. Plan for future growth and expansion.
12. Coordinate the Service Plus Program and the A.S.S.I.S.T. Program as closely as possible.

BEDFORD COUNTY EDUCATIONAL DEVELOPMENT FOUNDATION

Board of Directors

Larry Harkness—President
American Can Company

Margaret Eakin—Treasurer
First National Bank

James L. Bomar, Jr.—Board member
Bomar, Shofner, Irion & Rambo

David Craig—Board member
Craig and Wheeler Realty

Thomas Christie—Board member
Josten's Inc.

Roy Johnson
Supervisor, Secondary Instructor
School District

Mary Jo Feldhaus
Bedford County Board of Education

Michael Landis—Boardmember
Executive Director (Fdn)

Foundation Members

H.V. Griffin, Mayor
Dorothy Orr, Former County Executive
Robert Landis, Bedford County Board of Education
Larry Hardison, Clifford Furniture
Eugene Crowell, Shelbyville Power and Water
Mary Jo Feldhaus, Bedford County Board of Education
Charles Coffey, Coggin Truck Lines
Oscar Johnson, Calsonic Manufacturing
Vic Dearen, Shelbyville Pencil

Linda Bramblett, Peoples National Bank
Tom McLean, First National Bank
Lendell Massengale, Central High School
Sally McReynolds, Central High School
Bernice Martin, City Treasurers Office

1984 SERVICE-PLUS BUDGET

Executive Director	$ 2,400
Adult Activity Center: Instructor	2,400
Nursing Home/Senior Citizens Center: Physical Fitness Director	2,400
Argie Cooper Library: Assistant Librarian	2,400
Child Development Center: Resource Instructor	2,400
Community School: Activities Director	2,400
Department of Human Services: Counselor	2,400
Shelbyville Parks Department: Project Coordinator	2,400
Alternative School Coordinator	2,400
Youth Services: Counselor	2,400
Bedford County Arts Council: Arts Coordinator	2,400
Good Samaritan Association: Assistant	2,400
Department of Employment Security: Counselor	2,400
Cascade School: Activities Director	2,400
Community Day Care Center: Resource Teacher	2,400
Group Home Coordinator	2,400
Opening Ceremonial Activities	500
Legal and Administrative Activities	3,000
TOTAL	**$41,900**

1985 SERVICE-PLUS BUDGET

Executive Director	$ 2,400
Bedford County Hospital: Hospital Assistant	2,400
Adult Activity Center: Instructor	2,400
Nursing Home/Senior Citizens Center: Physical Fitness Director	2,400
A.S.S.I.S.T. Coordinator	1,200
Child Development Center: Resource Teacher	2,400
Child Development Center: Program Assistant	2,400
Liberty School: Activities Director	2,400

Cascade School: Activities Director	2,400
Community School: Activities Director	2,400
Argie Cooper Library: Program Coordinator	2,400
Department of Human Services: Foster Care Counselor	2,400
Department of Human Services: Social Services Counselor	2,400
Small Grants Administrator	1,200
Department of Employment Security: Placement Counselor	2,400
Community Day Care Center: Resource Teacher	2,400
Community Day Care Center: Resource Teacher	2,400
Youth Services: Counselor	2,400
City Schools Drug Education Program Coordinator	1,200
Performing Arts Consultant	2,400
Congressman Cooper: Staff Assistant	2,400
South Central Shelter: Staff Assistant	2,400
Information-related Activities	1,000
Travel Expenses and Special Projects	800
Administrative Activities	1,700
TOTAL	**$52,700**

1986 SERVICE-PLUS BUDGET

Executive Director	$ 2,400
Child Development Center: Program Assistant	2,100
Child Development Center: Resource Teacher	2,100
Community Day Care Center: Resource Teacher	2,100
Community Day Care Center: Resource Teacher	2,100
Argie Cooper Library: Program Coordinator	2,100
Department of Human Services: Social Service Counselor	2,100
Department of Human Services: Eligibility Counselor	2,100
Department of Employment Security: Placement Counselor	2,100
Adult Activity Center: Instructor	2,100
Nursing Home/Senior Citizens Center: Physical Fitness Director	2,100
Performing Arts Consultant	2,400
Performing Arts Consultant	2,400
Bedford County Hospital: Hospital Assistant	2,100
Bedford County Nursing Home: Activity Coordinator	2,100
South Central Shelter: Staff Assistant	2,310

Congressman Cooper: Staff Assistant	2,400
City Manager's Office: Assistant	2,100
Small Grants Program Administrator	1,200
English as a Second Language Program	1,200
Liberty School: Activity Director	2,400
Community School: Activity Director	2,400
Youth Services: Counselor	2,100
Travel and Information Activities	1,800
Administrative Activities	1,700
TOTAL	**$52,010**

APPENDIX D

PEOPLE INTERVIEWED FOR SERVICE PLUS REPORT

Peter Goldberg, Director, American Can Company Foundation
David Bergholz, Director, Public Education Fund
David Florio, American Federation of Teachers

American Can Packaging, Shelbyville

Larry Harkness, Director of Human Resources, Shelbyville Plant
Gay Friedlein, Plant Manager, Shelbyville Plant (American Can Packaging)
Jim Phillips, Production Manager

Bedford County Educational Foundation

Mike Landis, Executive Director of Service Plus Program
Margaret Eakin, Board Member
David Craig, Board Member
Tom Christie, Board Member
James L. Bomar Jr., Board Member

Community Leaders

Chris Shofner, Editor, Shelbyville Times-Gazette
Robert Landis, President, Bedford County School Board
Scott McDonald, Executive Director, Shelbyville/Bedford County Chamber of Commerce
H.V. Griffin, Mayor, City of Shelbyville
A.D. Caldwell, Manager/City of Shelbyville
U.S. Congressman Jim Cooper
Earl Harris, Superintendent, Bedford County Schools

Teachers

Pat Gore (2 years)
Pat Stovall (1 year)
Terry Saylor (1 year)
Connie Savage (2 years)
Mary Shapard (2 years)
Brenda Ayers (3 years)
Emily Campbell (2 years)
Bev Adams (2 years)
Tim Fleming (3 years)

Agency Representatives

Wes Parker, Area Director, Human Services Department
Missy Eakins, Director, Bedford County Child Development Center
Roy Johnson, Supervisor of Secondary Instruction, Bedford County Schools

THE EDUCATION WRITERS ASSOCIATION

The Education Writers Association is the national professional organization of education reporters. It publishes a bimonthly newsletter (*The Education Reporter*) and a primer on education for education reporters (*Covering the Education Beat*), holds an annual national seminar, sponsors the only independent national writing contest (*The National Awards for Education Reporting*), organizes special and regional seminars, and publishes special reports.

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Anne Lewis, Consultant

Other Publications of the Education Writers Association

The Education Reporter, a bimonthly newsletter free with membership fee of $50.00.

Covering the Education Beat, a primer on education issues for education reporters and editors (UPDATE FORTHCOMING)

School Finance and Reform: Who Pays? (FORTHCOMING), a report on the 1986 EWA Wingspread Seminar (joint with the Institute for Educational Leadership)

Annual Martin Buskin Lecture (1987—Sid Fleischman, **Kids and Imagination**; 1986—Paul Simon, **Beyond Boundaries: International Education in Our Times**; 1985—Edward Meade, **Teachers and Teaching**. $1.50 each)

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